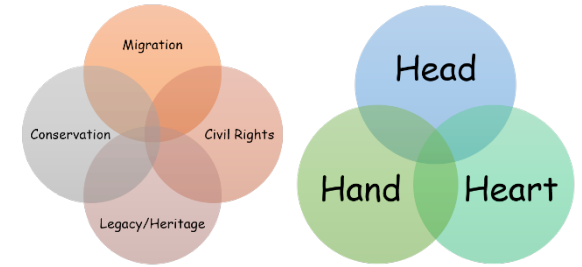




Riversdale Primary School

Medium Term Planning



Year Group	Year 4
Term	Summer 2

Learning Overview

In geography this half term, the pupils in Year 4 will continue to study the rainforest and its significance. They will explore how indigenous tribes that live in the rainforests are able to do so in harmony with it. As well as this, pupils will discuss the negative impacts that deforestation can have on the environment before looking at the importance of fair trade in relation to the rainforests. In history, the pupils will build on their learning about the Anglo-Saxons from Summer 1 by exploring how Britain was divided into seven kingdoms. Following this, the pupils will learn about the significant figure, Alfred the Great, and how his leadership helped to shape the idea of a united England. Finally, the pupils will revisit the concept of archaeology from the Autumn and Spring terms through a study of Sutton Hoo and how this supported us in understanding the Anglo-Saxons. In art, the pupils will continue to build on their learning from Year 2 about printing. They will explore the work of Karen Lederer, including her use of colour and texture, before applying their learning in the creation of a two-coloured print using a motif. In science, the pupils will explore living things and their habitats, by delving deeper into the concept of classification, through the use of classification keys. They will apply this learning to classify living things within the local area, before discussing what might happen to these living things if their habitats/environments were changed. Pupils will look at the positive and negative impacts that humans can have on environments and consider their own impact on the local environment.

Quality Stimulus Text(s)	
<ul style="list-style-type: none"> Journey to the River Sea There's A Rang-Tan in My Bedroom 	

Significant People Past & Present	
<ul style="list-style-type: none"> Alfred the Great (History) 	

Linked UNCRC Articles

- Article 3: Best Interests of the Child
- Article 6: Life, Survival and Development
- Article 13: Sharing Thoughts Freely
- Article 15: Setting Up and Joining Groups
- Article 24: Health, Water, Food, Environment
- Article 27: Food, Clothing, A Safe Home

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing:	Year 4: <ul style="list-style-type: none"> • Explain the purposes in which a formal letter might be used within a real-life context. • Know the format of a formal letter including the recipient's address on the left, sender's address on the right, date and appropriate greeting/sign off. • Recognise that a formal letter must include a clear introduction which identifies the context of the letter. • Identify a range of strategies to provide detail within the context of a letter, e.g. expanded noun phrases, prepositional phrases, fronted adverbials etc. • Identify a range of determiners. • Define the term possessive pronoun. • Explain the different between plural and possessive. • Explain how apostrophes are used to mark plural possession. • Explain how paragraphs are organised around a theme and when to change paragraphs. • Know that in persuasive writing paragraphs are organised for impact, e.g. the strongest arguments first and last. • Articulate how to link ideas across paragraphs using a range of cohesive devices: repetition of a 	<u>DIAMANTE POEM:</u> <ul style="list-style-type: none"> • Know that a diamante poem is a seven-line poem written in the shape of a diamond. • Understand that a diamante poem follows a fixed structure based on specific word classes. • Recognise the two main types of diamante poem: synonym poems and antonym poems. • Recall the required word class for each line of a diamante poem: <ul style="list-style-type: none"> - Line 1: one noun - Line 2: two adjectives - Line 3: three -ing verbs - Line 4: four nouns (linked to the first and/or last noun) - Line 5: three -ing verbs (linked to the final noun) - Line 6: two adjectives (linked to the final noun) - Line 7: one noun (synonym or antonym of line 1) • Identify nouns, adjectives and present participle verbs (-ing) within word banks or example texts. • Know that adjectives describe nouns. • Know that verbs end in -ing and describe actions in progress. • Recognise that a noun is a person, place or thing, and can include abstract ideas. 	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: <ul style="list-style-type: none"> • A pair of diamante poems, based on the text Journey to the River Sea, comparing: Maia vs. The Twins (Adventurous vs Spoiled) and the Rainforest before and after deforestation (Lush vs Desolate). Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ul style="list-style-type: none"> • A balanced argument considering whether Maia should return to England or stay in the Amazon (Chapter 17). Pupils to apply grammar, purpose for writing and specific text type features in Writing to Persuade: <ul style="list-style-type: none"> • A letter to their local MP persuading them to stop the sale of palm oil products, inspired by There's a Rang Tan in my Bedroom. (Independent Write) Handwriting: <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters in some of their writing. • Increase the legibility, consistency and quality of their handwriting. Composition: <ul style="list-style-type: none"> • Draft and write in narratives, creating settings, characters and 	<ul style="list-style-type: none"> • Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback.

	<p>word or phrase, adverbials of time and place (fronted or otherwise) etc.</p> <ul style="list-style-type: none"> • Recognise how a range of sentence types can be used within the context of a letter, including questions and exclamations. • Understand that more complicated rhetorical questions may be used to elicit a specific feeling or thought in the reader. • Use technical vocabulary to show the reader the writer's expertise. • Know that letters should end with a clear concluding sentence designed to elicit a response from the reader. 	<ul style="list-style-type: none"> • Understand that synonyms are words with similar meanings and antonyms are words with opposite meanings. • Know that poetry does not need to rhyme to be effective. • Recognise that the shape and layout of a poem can contribute to its meaning. • Understand that poems can communicate powerful ideas using only a small number of carefully chosen words. • Know that a thesaurus is a tool used to find synonyms and antonyms. • Distinguish between different word classes when selecting or grouping words for a poem. <p><u>BALANCED ARGUMENT:</u></p> <ul style="list-style-type: none"> • Know that a balanced argument presents different viewpoints on a topic. • Recognise that a clear introduction should explain the topic using specific and technical language. • Identify that the conclusion should summarise the main points using appropriate formal language. • Know how to organise writing into clear paragraphs based on key ideas. • Identify and use topic sentences or subheadings to organise information for the reader. • Recognise that links between sentences help guide the reader from one idea to the next. • Know whether to use the present or past tense, depending on the topic and context. • Identify that a balanced argument should be written in an impersonal style (e.g. "It is believed that..."). • Recognise and use adverbials, including fronted adverbials, to vary sentence structure. 	<p>plot with a clear consideration for the audience and purpose</p> <ul style="list-style-type: none"> • Draft and write non-narrative material, using simple organisational devices. • Edit own work considering accuracy and engagement, making appropriate and justified changes based on current learning. 	
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- Know how to include adverbs to show how often something happens (e.g. additionally, frequently, rarely).
- Recognise that sentences can move from a general point to a more specific example or detail.
- Know how to use technical vocabulary to show knowledge and expertise about the topic.
- Identify and use more complex rhetorical questions to engage and challenge the reader (e.g. "Have you ever considered the impact of...?").

PERSUASIVE FORMAL LETTER:

- Explain the purposes in which a formal letter might be used within a real-life context.
- Know the format of a formal letter including the recipient's address on the left, sender's address on the right, date and appropriate greeting/sign off.
- Recognise that a formal letter must include a clear introduction which identifies the context of the letter.
- Identify a range of strategies to provide detail within the context of a letter, e.g. expanded noun phrases, prepositional phrases, fronted adverbials etc.
- Identify a range of determiners.
- Define the term possessive pronoun.
- Explain the difference between plural and possessive.
- Explain how apostrophes are used to mark plural possession.
- Explain how paragraphs are organised around a theme and when to change paragraphs.
- Know that in persuasive writing paragraphs are organised for impact, e.g. the strongest arguments first and last.

		<ul style="list-style-type: none"> • Articulate how to link ideas across paragraphs using a range of cohesive devices: repetition of a word or phrase, adverbials of time and place (fronted or otherwise) etc. • Recognise how a range of sentence types can be used within the context of a letter, including questions and exclamations. • Understand that more complicated rhetorical questions may be used to elicit a specific feeling or thought in the reader. • Use technical vocabulary to show the reader the writer's expertise. • Know that letters should end with a clear concluding sentence designed to elicit a response from the reader. 		
<p>Reading:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> • Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of stories and retelling (including myths and legends) some of these orally with an appropriate use of story-book language. • Read a wide range of books that are structured in different ways and read for a range of purposes. • Confidently participate in discussion about both books that are read to them and those they read independently. • Identify themes and conventions in an increasing range of books. • Confidently retrieve and record information from non-fiction. • Identify how language, structure and presentation contribute to meaning. 	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Unit to be confirmed <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Unit to be confirmed. <p>Poetry:</p> <ul style="list-style-type: none"> • Unit to be confirmed <p>Comprehension:</p> <ul style="list-style-type: none"> • Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of stories and retelling (including myths and legends) some of these orally with an appropriate use of story-book language. • Read a wide range of books that are structured in different ways and read for a range of purposes. • Confidently participate in discussion about both books that are read to them and those they read independently. 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Read texts, including those with few visual clues, increased independence and concentration. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context. • With increased independence develop views about what is read. • Develop positive attitudes to reading and understanding of what is read. • Read aloud using punctuation to aid expression and intonation. • Self-correction, including re-reading and reading ahead. • Skim to gain an overview of a text, e.g. topic, purpose. • Skim to gain the gist of a text or the main idea in a chapter. • Read short information texts independently with concentration. • Identify how texts differ in purpose, structure and layout. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Pupils will respect diverse ideas, characters, and cultures when reading a wide range of texts, and will listen respectfully to the viewpoints of others during class discussions. • Pupils will confidently express their individual opinions and interpretations of texts, and explore the unique motives, feelings, and behaviours of characters with increasing depth. • Pupils will value the purpose of different types of texts – whether to entertain, inform, explain, or persuade – and show appreciation for the richness of language, structure, and meaning. • Pupils will take responsibility for their reading by using advanced reading strategies (like skimming, scanning, re-reading, and using

	<ul style="list-style-type: none"> • Recognise a range of poetic forms [for example, free verse, narrative poetry]. • Prepare poems play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. • Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. • Predict what might happen from details stated and implied. • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence. • Ask some questions to improve their understanding of the text. • Identify main ideas drawn from more than two paragraphs and summarise these. • Discuss many words and phrases that capture the reader's interest and imagination. • Begin to use more complex dictionaries to check the meaning of many unknown words that they have read. • Read texts, including those with few visual clues, increased independence and concentration. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context. 	<ul style="list-style-type: none"> • Identify themes and conventions in an increasing range of books. • Confidently retrieve and record information from non-fiction. • Identify how language, structure and presentation contribute to meaning. • Recognise a range of poetic forms [for example, free verse, narrative poetry]. • Prepare poems play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. • Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. • Predict what might happen from details stated and implied. • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence. • Ask some questions to improve their understanding of the text. • Identify main ideas drawn from more than two paragraphs and summarise these. • Discuss many words and phrases that capture the reader's interest and imagination. • Begin to use more complex dictionaries to check the meaning of many unknown words that they have read. <p><i>Vocabulary:</i></p>	<ul style="list-style-type: none"> • Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount. • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. • Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre-taught vocabulary, bold print, captions, bullet points. • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Re-reading sentences for clarity. 	<p>dictionaries), and by developing personal reading goals.</p> <ul style="list-style-type: none"> • Pupils will reflect on main ideas across paragraphs, consider how language affects meaning, and use evidence to justify their inferences and interpretations of character behaviour and plot. • Pupils will perform poetry and plays aloud, using expression, intonation, and action to share meaning, and will actively contribute to group reading discussions and book talk. • Pupils will participate in democratic reading discussions, take turns to contribute ideas, and respect the interpretations and perspectives of their peers, even when different from their own. • Pupils will aspire to read with greater fluency, independence, and understanding of more complex texts, aiming to engage with challenging vocabulary and unfamiliar genres (e.g. myths, legends). • Pupils will nurture a love of reading by exploring a wide range of books, including those without visual support, and engaging with language that sparks interest and imagination. • Pupils will empathise with characters by inferring feelings, thoughts, and motives from actions, and by justifying their understanding with evidence from across the text.
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	<ul style="list-style-type: none"> • With increased independence develop views about what is read. • Develop positive attitudes to reading and understanding of what is read. • Read aloud using punctuation to aid expression and intonation. • Self-correction, including re-reading and reading ahead. • Skim to gain an overview of a text, e.g. topic, purpose. • Skim to gain the gist of a text or the main idea in a chapter. • Read short information texts independently with concentration. • Identify how texts differ in purpose, structure and layout. • Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount. • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. • Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre-taught vocabular, bold print, captions, bullet points. • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Re-reading sentences for clarity. 	<p><i>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</i></p>		
Mathematics:	<p>Year 3:</p> <ul style="list-style-type: none"> • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. 	<ul style="list-style-type: none"> • Define perimeter as the length along the outside of a shape. • Know that a polygon is a shape with many sides, e.g. triangle, square etc. 	<p>Measurement (Perimeter & Area):</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. 	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> • Working collaboratively with partners and in groups.

	<ul style="list-style-type: none"> Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn. Identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<ul style="list-style-type: none"> Identify that the perimeter of a polygon can be calculated by adding up the length of all of the sides. Recognise that the perimeter of a square can be calculated by multiplying one side by four, as all four sides are the same. Identify that the perimeters of a rectangle can be calculated by multiplying the sum of the length and width by 2. $p = 2 \times (l + w)$. Know that the area is the amount of surface covered by a 2D shape. Recognise that the area of a quadrilateral is calculated by multiplying the length and the width. $a = l \times w$. Recall that a right angle is a special type of angle (Year 3). Recall that an angle that is smaller than a right angle is an acute angle (Year 3). Recall that an angle that is greater than a right angle is an obtuse angle (Year 3). Identify that a triangle has three angles which can be a combination of different angle types. Identify that a quadrilateral has four angles which can be a combination of different angle types. Recognise that there are different ways to compare angles include tracing and using angle measurers (protractors). Know that some triangles have right angles and some do not. Identify that an equilateral triangle has 3 sides of equal length and 3 equal angles. Identify that an isosceles triangle has 2 sides of equal length and 2 equal angles. Identify that a triangle with no equal sides or angles is called a scalene triangle. 	<ul style="list-style-type: none"> Find the area of rectilinear shapes by counting squares. <p>Properties of Shape:</p> <ul style="list-style-type: none"> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to 2 right angles by size. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. <p>Position & Direction:</p> <ul style="list-style-type: none"> Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon. <p>Number & Place Value (Roman Numerals):</p> <ul style="list-style-type: none"> Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value. 	<ul style="list-style-type: none"> Using appropriate listening skills and turn taking in group discussion. Showing empathy and kindness by helping each other to understand. Knowing that giving your partner the answer is not helpful but explaining it is. To recognise the value in making mistakes. To identify the importance of resilience in problem solving. To find different ways to solve the same problem.
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| | | <ul style="list-style-type: none">• Recall the meaning of the terms parallel and perpendicular (Year 3).• Recognise that a rectangle has all right angles and 2 pairs of parallel sides.• Recognise that a parallelogram has 2 pairs of parallel sides and 2 pairs of equal opposite sides.• Recognise that a trapezium has 1 pair of parallel sides.• Recognise that a kite has 2 pairs of equal adjacent sides.• Recognise that a square has all right angles and all sides equal length.• Recognise that a rhombus has all sides equal length.• Define the term symmetrical as when a shape has two halves on either side of a line that are equal and opposite.• Recognise that the line of symmetry is an imaginary (or physical) line where a shape can be split to create two symmetrical sides.• Know that we can classify and compare shapes based on their characteristics, e.g. lines, angles, sides, symmetry etc.• Identify that the position of an object can be described by describing the distance from other objects.• Know that the x axis is the horizontal line on a quadrant grid.• Know that the y axis the vertical line on a quadrant grid.• Explain that a position on a quadrant grid can be described using distance from the x and y axis. (Co-ordinates)• Understand that co-ordinates are written with the x axis distance first, followed by the y axis distance (alphabetical order). | | |
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		<ul style="list-style-type: none"> • Recognise that translation describes how a point has moved along a quadrant grid. • Know that we use directional language to describe translation (up, down, left and right). • Identify that if a shape is translated, all vertices are moved by the same amounts. • Recall that the Romans used a different system of noting numbers which is still used today across the world. • Remember that in Roman Numerals 1 = I, 5 = V, X = 10. • Recognise that the number 4 is written as IV because this denotes one before five, whilst 6 is VI because this denotes one after five. • Connect the previous concept to the number 9 and 11. • Know that 7 is written as VII because it is two after five and 8 is VIII because this is three after five. • Understand that roman numerals in the teens are written as the single digits but with X before them, e.g. 14 is XIV. • Know that 50 is written as L and 100 is written as C. 		
Science:	<p>Years 3 & 4:</p> <ul style="list-style-type: none"> • Consider their prior knowledge when asking questions. • Given a range of resources, decide for how to gather evidence to answer the question. • Answer questions posed by the teacher. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. 	<p>Living Things and Their Habitats:</p> <ul style="list-style-type: none"> • Living things can be grouped based on their characteristics. • Animals could be grouped based on their: <ul style="list-style-type: none"> • diet, physical features or habitat. • Plants could be grouped based on whether they are flowering or not. • A classification key is a tool to help us identify living things. • Classification keys use simple questions based on characteristics to support with identification. • Changes to an environment can be natural or human and have positive or negative effects. 	<p>Ask Questions:</p> <ul style="list-style-type: none"> • Consider their prior knowledge when asking questions. • Given a range of resources, decide for how to gather evidence to answer the question. • Answer questions posed by the teacher. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. <p>Enquiry:</p> <ul style="list-style-type: none"> • Select from a range of practical resources to gather evidence to 	<p>Values: Respect, Individuality, Empathy, Reflect, Share, Value</p> <ul style="list-style-type: none"> • Learning to group living things in different ways fosters respect for the diversity and complexity of life. • Understanding classification keys encourages a deeper understanding of the unique characteristics of different organisms. • Exploring living things in the local environment cultivates empathy towards other living beings. • Using classification keys to identify living things promotes reflection

	<ul style="list-style-type: none"> Follow a plan to carry out: observations and tests to classify. Following a scientific experience, ask further questions which can be answered by extending the same enquiry. Record classifications, for example: using tables, Venn diagrams, Carroll diagrams and classification keys. With support, decide how to record and present evidence. Answer own and others' questions based on information gained from secondary sources. Draw conclusions based on evidence and current subject knowledge. Make systematic and careful observations. Communicate findings to an audience both orally and in writing, using appropriate scientific language. Evaluate secondary sources and their credibility. 	<ul style="list-style-type: none"> Natural changes can be caused by: earthquakes, storms, flood, droughts, wildfires and the changing seasons. Human actions which can negatively change the environment include: deforestation, pollution, urbanisation. Human actions such as habitat restoration and forming nature reserves positively change the environment. They give living things what they need to thrive, protecting biodiversity. <p><i>Vocabulary:</i> <i>classification, herbivore, carnivore, omnivore, vertebrates, invertebrates, class, habitat, environment, biodiversity, negative impacts, conservation</i></p>	<p>answer questions generated by themselves or the teacher.</p> <ul style="list-style-type: none"> Follow a plan to carry out: observations and tests to classify. Following a scientific experience, ask further questions which can be answered by extending the same enquiry. <p>Record/Present:</p> <ul style="list-style-type: none"> Record classifications, for example: using tables, Venn diagrams, Carroll diagrams and classification keys. With support, decide how to record and present evidence. <p>Conclusions:</p> <ul style="list-style-type: none"> Answer own and others' questions based on information gained from secondary sources. Draw conclusions based on evidence and current subject knowledge. <p>Observe:</p> <ul style="list-style-type: none"> Make systematic and careful observations. <p>Communicate:</p> <ul style="list-style-type: none"> Communicate findings to an audience both orally and in writing, using appropriate scientific language. <p>Evaluation:</p> <ul style="list-style-type: none"> Evaluate secondary sources and their credibility. 	<p>on the interconnectedness of all living organisms and their environments.</p> <ul style="list-style-type: none"> Sharing findings about environmental changes encourages collaboration and communication. Recognising the positive impacts of environmental changes instils value for nature's resilience and adaptability.
<p>Art:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> Print with a range of hard and soft materials e.g., corks, pens, cotton reels, sponges. Take rubbings to understand and inform their own textured prints and patterns. Mono-print using the subtractive and/or additive methods, controlling line and tone by using tools and/or pressure. Create repeating patterns. Create simple relief printing blocks e.g., with string and card. 	<p>Printing:</p> <ul style="list-style-type: none"> To create a print with more than one colour in relief printing, there are two particular methods: <ul style="list-style-type: none"> Create one print block/plate and apply the different inks/paints to specific areas. Create two printing blocks/plates, each with different areas of the final design raised, and use a different colour on each. 	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. Express thoughts and feelings about their own work and that of others through annotation. Use a sketchbook to make notes on how they would adapt and improve their work. <p>Responding to Art:</p>	<p>Values: Value, Individuality, Reflect, Share,</p> <ul style="list-style-type: none"> Value the use of a printing, the different ways it can be used and how often, you can create a one-of-a-kind artwork. Encourage the children to explore and experiment, creating something individual to them. Reflect on the use and effectiveness of pattern and design in art but also in our everyday world.

	<p>Year 4:</p> <ul style="list-style-type: none"> • Make simple monochrome prints. • Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. • Express thoughts and feelings about their own work and that of others through annotation. • Use a sketchbook to make notes on how they would adapt and improve their work. • Explore a wider range of great artists and designers, making detailed comparisons with clear links to their own work. • Discuss and review own and others work, expressing thoughts and feelings, supported by their views with their knowledge or artists and techniques. • Identify changes they might make or how their work could be developed further. • Reflect and explain the successes and challenges in a piece of art they have created. 	<ul style="list-style-type: none"> • The impression method can be used on soft materials to make a print block/plate, e.g. polystyrene. • Using different tools and pressure, you can create marks, holes or grooves in the material. • The areas where there is an impression will not transfer paint on the desired surface when pressed. • The final print will be a mirror image of the design on the print block/plate. • Repeating a design in different ways can contribute to the creation of an interesting motif. <p>Significant People Karen Lederer</p> <ul style="list-style-type: none"> • An artist living and working in Brooklyn, New York (USA). • Her approach to printmaking is experimental. • Her prints are often of still life and use watercolours for the bright colours and texture. <p><i>Vocabulary:</i> <i>relief printing, monoprint, overlay, impression, print block/plate, pattern, motif, mirror image</i></p>	<ul style="list-style-type: none"> • Explore a wider range of great artists and designers, making detailed comparisons with clear links to their own work. • Discuss and review own and others work, expressing thoughts and feelings, supported by their views with their knowledge or artists and techniques. • Identify changes they might make or how their work could be developed further. • Reflect and explain the successes and challenges in a piece of art they have created. <p>Printing:</p> <ul style="list-style-type: none"> • Work in greater detail through relief printing – making printing blocks. • Explore lines, marks, shapes, and tones through the impression method on polystyrene tiles. • Print with two colour overlays. • Experiment with overprinting motifs and colour. • Design a complex pattern made up from two or more motifs and print a tiled version. 	<ul style="list-style-type: none"> • Reflect on the skills learnt to design a final piece. • Encourage the children to share and reflect in how successful they have been with their prints, and what they could do to improve. • Reflect on what they have created, beginning to talk about how they could improve next time and what they like about their artwork.
<p>Computing:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> • Using decomposition to solve a problem by finding out what code was used. • Using decomposition to understand the purpose of a script of code. • Creating algorithms for a specific purpose. • Coding a simple game. • Incorporating variables to make code more efficient. • Remixing existing code. 	<p>Kapow Computing Scheme:</p> <p>Programming: Computational Thinking *New* (Lessons 4 – 5)</p> <p>To know:</p> <ul style="list-style-type: none"> • Decomposition is the process of breaking down a task or problem into smaller parts. • Breaking down a problem into smaller parts makes it easier to solve the problem. • Abstraction is identifying the important detail and ignoring irrelevant information. 	<ul style="list-style-type: none"> • Breaking down what they want to achieve into smaller, manageable parts. • Using logic, pattern recognition and decomposition to solve simple problems. • Remixing code to alter and add to an existing program. • Recognising repeating patterns in a program or code. • Creating loops to make code more efficient in block-based programs. • Beginning to use variables in block-based programming languages to make programs more interactive. 	<p>Values: Respect, Value, Reflect</p> <ul style="list-style-type: none"> • Encourage students to respect each other's ideas and contributions during collaborative problem-solving activities. • Emphasise respecting the rules and patterns in coding languages to effectively create algorithms. • Highlight the value of computational thinking skills in problem-solving across various domains. • Encourage students to recognise the value of breaking down

		<ul style="list-style-type: none"> • Loops are used to save time when writing code by reducing repetition. • A variable is a container or holder for storing information that can change, e.g. numbers or text. • Conditional statements tell the computer what to do next based on a user's input. • It is important to identify where the mistake is in the programming as part of the debugging process. • Errors in a program could result from sequencing errors, coding errors or missing code. <p><i>Vocabulary:</i> <i>abstraction, algorithm, algorithm design, computational thinking, debug, decomposition, effectiveness, evaluate, instructions, logical, pattern recognition, relevant, remixing, sequence, unplugged</i></p>	<ul style="list-style-type: none"> • Including a conditional statement in block-based programming languages. • Recognising the relationship between what is happening in a program and the written (block) code. 	<p>complex problems into smaller, manageable parts.</p> <ul style="list-style-type: none"> • Encourage students to reflect on their problem-solving processes, identifying what worked well and areas for improvement. • Promote reflection on how understanding patterns and algorithms can enhance their coding abilities.
DT:	<p>Year 4:</p> <ul style="list-style-type: none"> • Describe the purpose of their products. • Indicate the design features of their products that will appeal to intended users. • Explain how particular parts of their products work. • Develop their own design criteria and use these to inform their idea. • Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. • Generate realistic ideas, focusing on the needs of the user. • Make design decisions that take account of the availability of resources. • Share and clarify ideas through discussion. • Model their ideas using prototypes and pattern pieces. • Select tools and equipment suitable for the task. 	<p>Electrical Systems – Light up the Night (Lessons 4 – 6):</p> <p>CONTEXT: <i>"Hi everyone, I'm Theo and I'm in Year 2. My mum is going to redecorate my bedroom based on some of the things children my age like. My room is very dark at night, but my mum accidentally broke my nightlight! Can you help me design and make a new nightlight with an interesting theme?"</i></p> <ul style="list-style-type: none"> • A circuit needs a power source (battery), wires and an output device (bulb). • A switch is used to open or close a circuit and control the flow of electricity. • An open circuit is one that is broken, so electricity can't flow. • A closed circuit is one where electricity can flow all the way around. • There are different types of switches, for example: 	<p>Electrical Systems:</p> <ul style="list-style-type: none"> • Draw on understanding of simple electrical circuits and switches to generate design ideas. • Build electrical systems, making secure connections, for a desired outcome. <p>Designing:</p> <ul style="list-style-type: none"> • Describe the purpose of their products. • Indicate the design features of their products that will appeal to intended users. • Explain how particular parts of their products work. • Develop their own design criteria and use these to inform their idea. • Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. • Generate realistic ideas, focusing on the needs of the user. • Make design decisions that take account of the availability of resources. 	<p>Values: Individuality, Entrust, Reflect.</p> <ul style="list-style-type: none"> • Pupils will express their individuality by designing a unique nightlight that reflects their own ideas while still meeting the needs of the user. • Pupils will be entrusted to use tools and equipment safely and sensibly while taking responsibility for following their own design plans to create a working product. • Pupils will reflect on the strengths and weaknesses of their nightlight by evaluating how well it worked and what they might do differently next time.

	<ul style="list-style-type: none"> • Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Begin to explain their choice of materials and components according to functional properties and aesthetic qualities. • Order the main stages of making. • Follow procedures for safety and hygiene. • Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. • Measure, mark out, cut and shape materials and components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques, including those from art and design, with some accuracy. • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. • Refer to their design criteria as they design and make. • Use their design criteria to evaluate their completed products. 	<ul style="list-style-type: none"> - Push-to-make (closes the circuit when pressed), - Push-to-break (opens the circuit when pressed). • Nightlights are designed to be reassuring, softly lit, and child-friendly. • Features include colour, shape, size, and ease of use (e.g. big switches). • There are various ways to ensure a secure connection: <ul style="list-style-type: none"> - twisting strands of wire, - wrapping the ends together, - using a connector block. • It may be necessary to strip the wires. • Crocodile clips, made of conducting material, ensure a secure connection. <p><i>Vocabulary:</i> <i>electricity, circuit, component, battery, wire, switch, conductor, design brief, market research, target user</i></p>	<ul style="list-style-type: none"> • Share and clarify ideas through discussion. • Model their ideas using prototypes and pattern pieces. <p>Making:</p> <ul style="list-style-type: none"> • Select tools and equipment suitable for the task. • Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Begin to explain their choice of materials and components according to functional properties and aesthetic qualities. • Order the main stages of making. • Follow procedures for safety and hygiene. • Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. • Measure, mark out, cut and shape materials and components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques, including those from art and design, with some accuracy. <p>Evaluating:</p> <ul style="list-style-type: none"> • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. • Refer to their design criteria as they design and make. • Use their design criteria to evaluate their completed products. 	
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<p>Geography:</p>	<p>Years 3 & 4:</p> <ul style="list-style-type: none"> Carry out research to discover features of a location. Ask geographical questions such as 'why is this place like this?', 'how is this place changing?', 'how are other places affected?' Know and understand aspects of human geography including: settlements, land use, and fair trade. Compare geographical regions using topographical features and land use patterns describing how some of these aspects have changed over time. 	<p>Respect for the Rainforests (Lessons 4 – 6):</p> <ul style="list-style-type: none"> Indigenous tribes practice sustainable agriculture and hunting techniques to preserve the ecosystem. Deforestation leads to: loss of biodiversity, displacement of indigenous communities, and disruption of the water cycle. Deforestation contributes to climate change. Fewer trees means less carbon dioxide absorption. Fair trade ensures farmers, are paid a fair price, have better working conditions and are able to grow sustainably. <p><i>Vocabulary:</i> rainforest, indigenous, deforestation, reforestation, ecosystem, fair trade, carbon dioxide</p>	<p>Fieldwork:</p> <ul style="list-style-type: none"> Carry out research to discover features of a location. <p>Enquiry & Investigation:</p> <ul style="list-style-type: none"> Ask geographical questions such as 'why is this place like this?', 'how is this place changing?', 'how are other places affected?' <p>Human & Physical Geography:</p> <ul style="list-style-type: none"> Know and understand aspects of human geography including: settlements, land use, and fair trade. <p>Place Knowledge:</p> <ul style="list-style-type: none"> Compare geographical regions using topographical features and land use patterns describing how some of these aspects have changed over time. Begin to describe how locations around the world are changing and begin to explain what is causing these changes, specifically: deforestation. 	<p>Values: Empathy, Entrust, Share</p> <ul style="list-style-type: none"> Understanding the lives and cultures of indigenous tribes fosters empathy and appreciation for their ways of life. Recognising the consequences of deforestation entrusts students with the responsibility to advocate for sustainable practices. Learning about fair trade emphasises the importance of sharing resources and ensuring fair treatment for producers.
<p>History:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> Accurately sequence several events, artefacts, and/or historical figures on a timeline. Recognise the links between different societies. Identify reasons for change and reasons for continuity. Explain the impact of an event (including people's actions) on society within a time period. Recognise significant people from historical sources/accounts. Discuss the significance of particular people and events and the impact they had on society, including Britain, using simple evidence to support reasoning. To know that significant archaeological findings are those which change how we see the past. 	<p>The Anglo-Saxon Settlements (Lessons 4 – 6):</p> <ul style="list-style-type: none"> Anglo-Saxon Britain was divided into seven kingdoms. Sutton Hoo is a famous Anglo-Saxon burial site. It tells us about wealth, craftsmanship, and beliefs. <p>Significant People</p> <p>Alfred the Great:</p> <ul style="list-style-type: none"> Became King of Wessex in 871 CE. Defended his kingdom against Viking invasions. Helped shape the idea of one united England. <p>Venerable Bede:</p> <ul style="list-style-type: none"> English historian/monk. Wrote about the Anglo-Saxon period which is a primary source for historians. <p><i>Vocabulary:</i></p>	<p>Chronology:</p> <ul style="list-style-type: none"> Accurately sequence several events, artefacts, and/or historical figures on a timeline. <p>Change & Continuity:</p> <ul style="list-style-type: none"> Recognise the links between different societies. Identify reasons for change and reasons for continuity. <p>Cause & Consequence:</p> <ul style="list-style-type: none"> Explain the impact of an event (including people's actions) on society within a time period. <p>Historical Significance:</p> <ul style="list-style-type: none"> Recognise significant people from historical sources/accounts. Discuss the significance of particular people and events and the impact they had on society, including Britain, using simple evidence to support reasoning. To know that significant archaeological findings are those 	<p>Values: Democracy, Love, Share</p> <ul style="list-style-type: none"> Encourage pupils to consider the benefits and drawbacks of a heptarchy in relation to democratic rule. Explore Alfred the Great's efforts to protect his people. Discuss the idea that leadership rooted in love involves a sense of responsibility and protection. Emphasise the importance of sharing knowledge, resources, and discoveries as history learning is a shared endeavour that benefits from collective effort.

	<ul style="list-style-type: none"> • Begin to interpret why the past may be represented in different ways. • Recognise the difference between primary and secondary sources. • Know that archaeological evidence can be used to find out about the past. • Use evidence to build up a picture of a past event. 	<i>kingdom, heptarchy, society, burial site, artefact, monk</i>	<p>which change how we see the past.</p> <p>Historical Interpretation:</p> <ul style="list-style-type: none"> • Begin to interpret why the past may be represented in different ways. <p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> • Recognise the difference between primary and secondary sources. • Know that archaeological evidence can be used to find out about the past. • Use evidence to build up a picture of a past event. <p><i>Suggested Sources:</i></p> <ul style="list-style-type: none"> • <i>Sutton Hoo artefact images available via: British Museum website.</i> • <i>Extract from the Anglo-Saxon Chronicle available via: Project Gutenberg (public domain translation).</i> • <i>Quote from Bede’s Ecclesiastical History (simplified).</i> 	
Music:	<p>Year 4:</p> <ul style="list-style-type: none"> • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decelcendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Composing a coherent piece of music in a given style with voices, bodies and instruments. 	<p>Kapow Music Scheme:</p> <p>Adapting and Transposing Motifs:</p> <ul style="list-style-type: none"> • To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven’s fifth symphony (dah dah dah dum!). • To know that ‘transposing’ a melody means changing its key, making it higher or lower pitched. • To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. <p><i>Vocabulary:</i> <i>backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating</i></p>	<ul style="list-style-type: none"> • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decelcendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Respect different musical traditions, genres, and cultures. • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making. • Explore different instruments and musical roles. • Value the contributions of various musicians and composers to the world of music. • Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. • Engage in reflective practices after performances, analysing what

	<ul style="list-style-type: none"> • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • Suggesting improvements to others work, using musical vocabulary. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. 	<p><i>patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups</i></p>	<ul style="list-style-type: none"> • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • Suggesting improvements to others work, using musical vocabulary. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. 	<p>went well and areas for improvement.</p> <ul style="list-style-type: none"> • Reflect on the historical and cultural contexts of different musical pieces. • Share musical talents and skills through performances. • Share ideas, insights, and responsibilities. • Set musical goals, whether related to technique, theory, or performance. • Aim for higher levels of musical proficiency and expression. • Develop a love for music through exposure to various genres and styles. • Nurture emotional connections to music and express and interpret emotions through performance. • Develop empathy by understanding the emotions conveyed in different pieces. • Listen to and understand each other in teamwork.
<p>PE:</p>	<p>Children will previously have:</p> <ul style="list-style-type: none"> • taken part in throwing and catching activities. • played a range of running and fielding games. • played a range of simple striking and fielding games. 	<ul style="list-style-type: none"> • Identify how to hit or strike the ball into spaces, so that they can score runs in different ways. • When fielding, explain how to work together to keep the batters' scores down. • In all activities, recognise how they use skills, strategies and tactics to outwit the opposition. • Explain how to officiate/score for cricket. <p><i>Vocabulary: batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, score</i></p>	<ul style="list-style-type: none"> • Hit the ball correctly to outwit the opponent. • Apply the rules and adapt them to different games e.g. kwick cricket, diamond cricket. • Apply cool down and warm up techniques before training. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> • Carry out activities to improve their work and understand why they are useful. • Come up with and share sensible solutions, given time to think about their actions. • Work collaboratively to improve individual and team member skills, showing aspiration. • Value the efforts of others and show empathy when providing peer-assessment/feedback. • Entrust each other to be kind and supportive, showing good sportsmanship. • Show resilience when receiving feedback and reflect on how this can be used.

<p>RE:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> Describe some religious sources. Use the right religious words. Ask questions about the meaning of life and about identity. Ask questions about moral decisions. Give their opinion with reasons and references to some sources of wisdom, such as inspirational people. 	<p>Who was the Buddha?</p> <ul style="list-style-type: none"> Siddhartha's father was a local king and member of the Kshatriya (warrior) caste. Before he was born, Siddhartha's father was told he would be a great king or a holy man. He was kept locked up in the palace to make sure that he would be a king. Siddhartha persuaded a servant to take him outside the palace walls. He saw the four sights: someone sick, someone old, a dead body and a holy man. Siddhartha left the palace and became an ascetic. After 7 years, he meditated under a bodhi tree until he found out the meaning of life. 3 days later, Siddhartha reached enlightenment, he became the Buddha. He taught that to be truly happy; you should follow the Middle Way. <p>Significant People Siddhartha Gautama:</p> <ul style="list-style-type: none"> Also known as the Buddha. Born around 2500 years ago into a rich Hindu family in Lumbini, modern-day Nepal. <p><i>Vocabulary:</i> <i>Hindu, Kshatriya caste, The 'Four Sights', ascetic, meditation, bodhi tree, enlightenment, Buddha, The Middle Way, Buddhism</i></p>	<p>Learning About Religion & Belief</p> <ul style="list-style-type: none"> Describe some religious sources. Use the right religious words. <p>Learning From Religion & Belief</p> <ul style="list-style-type: none"> Ask questions about the meaning of life and about identity. Ask questions about moral decisions. Give their opinion with reasons and references to some sources of wisdom, such as inspirational people. 	<p>Values: Individuality, Empathy, Reflect, Aspire, Entrust, Share</p> <ul style="list-style-type: none"> Think whether Siddhartha was allowed to be an individual in the palace. Empathise with Siddhartha and also with his parents. Reflect on the 4 sights that Siddhartha saw and how he aspired to learn/do more as a result. Think about how he now entrusted his wife and son to others and show empathy for all in the story. Think about what the group of ascetics shared and empathise with why they lived the way they did. Think whether Siddhartha was allowed to an individual in the forest. Know that he still aspired to learn/do more and that this determination led him to entrust himself to whatever happened whilst meditating. Reflect on what 'enlightenment' means and what the Buddha learnt. Think about why he was determined to share his new knowledge with others.
<p>RSE:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> How they can develop an Attitude of Gratitude at home and school. How to create a Gratitude Domino Effect - when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too. 	<p>My Happy Mind Scheme:</p> <p>Relate (Lessons 2 – 4) Learn:</p> <ul style="list-style-type: none"> When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships. 	<p>Relate:</p> <ul style="list-style-type: none"> Recognise the value of seeing situations from different perspectives Strengthen relationships by seeking and considering others' viewpoints Talk to friends to share thoughts and solve problems together 	<p>Relate:</p> <p>Values: Empathy, Love, Share</p> <ul style="list-style-type: none"> Pupils will develop empathy by listening to others and understanding their feelings and perspectives.

	<ul style="list-style-type: none"> • That the more time they think about gratitude, the stronger the Neural Pathways get and the easier it is to give gratitude. • This is because of Neuroplasticity, and we need to make it a habit. • How giving gratitude can help us get through tough times, and when we can see everything we are grateful for, it makes the problems we face a little easier to manage. • That when they use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best. 	<ul style="list-style-type: none"> • That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems. • Why it is important to show gratitude to their friends when they help. • That the skills needed to listen actively can help them to 'Stop, Understand and Consider'. • That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. • That it is also important for them to talk to friends too. <p><i>Vocabulary:</i> <i>character strengths, relate, get along, people, active listening, 'stop understand and consider', friendships, relationships, differences, perspectives</i></p> <p>Engage (Lessons 1 – 4): Learn:</p> <ul style="list-style-type: none"> • That to engage means to pay attention and put effort into something. • How their feelings affect their ability to do well in an activity and learn that they have to feel good, to do good. • What Big Dream Goals are. • How to use perseverance and resilience to help them not give up on something. • That they have to Believe to Achieve. • How to set their own Big Dream Goals. <p><i>Vocabulary:</i> <i>engage, activity, goal, perseverance, feel good, do good, believe to achieve, happy breathing, habits, resilience, dopamine</i></p>	<ul style="list-style-type: none"> • Show gratitude to others when they offer support or help • Listen actively to understand others' feelings and opinions • Ask thoughtful questions to deepen conversations with friends • Use the 'Stop, Understand and Consider' strategy to respond appropriately in friendships • Communicate openly and honestly with peers. <p>Engage:</p> <ul style="list-style-type: none"> • Engage fully by paying attention and putting in effort • Recognise how emotions affect motivation and performance • Set personal Big Dream Goals • Use perseverance to keep going when something is difficult • Apply resilience when facing setbacks • Believe in themselves to stay motivated and achieve goals • Reflect on their progress and celebrate small successes. 	<ul style="list-style-type: none"> • Pupils will show care and appreciation for their friends by expressing gratitude and offering support. • Pupils will share their own thoughts and problems with friends to strengthen relationships and seek help. <p>Engage:</p> <p>Values: Aspire, Reflect, Value, Entrust</p> <ul style="list-style-type: none"> • Pupils will set Big Dream Goals and strive to achieve their full potential. • Pupils will reflect on how their feelings impact their learning and progress. • Pupils will value their efforts and the importance of perseverance and resilience. • Pupils will build confidence by trusting in their own ability to succeed and overcome challenges.
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<p>Spanish:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> • Following a short text or rhyme, listening and reading at the same time. • Recognising some familiar Spanish words when written in a short phrase. • Beginning to form opinion phrases. • Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. • Using a model to form a spoken sentence. • Recognising that sounds and spelling patterns can be different from English. 	<p>Kapow Spanish Scheme:</p> <p>Phonics To know:</p> <ul style="list-style-type: none"> • How to identify sounds created by linking some of the key phonemes: ai, ui, oi, ie. <p>Grammar To know:</p> <ul style="list-style-type: none"> • That me gusta + infinitive of a verb describes what you like to do. • That hay can be used to mean 'there is' or 'there are'. <p>Cultural Awareness To know:</p> <ul style="list-style-type: none"> • About the location and wildlife of the Amazon. • About different natural features of Peru. <p><i>Vocabulary:</i> <i>hay, muy, un poco, la selva tropical, soy</i></p>	<p>Language Comprehension:</p> <ul style="list-style-type: none"> • Following a short text or rhyme, listening and reading at the same time. • Recognising some familiar Spanish words when written in a short phrase. <p>Language Production:</p> <ul style="list-style-type: none"> • Beginning to form opinion phrases. • Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. • Using a model to form a spoken sentence. • Recognising that sounds and spelling patterns can be different from English. 	<ul style="list-style-type: none"> • To feel confident to speak Spanish. • Compare the lifestyles between England and Spain, appreciating individuality within this. • Appreciate similarities and differences between languages and cultures. • Respect pronunciation and the importance of accuracy in communicating in different languages. • Reflect on own progress and aspire for highest quality possible.
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage